

The Power of Assessment Webinar Series

Module #11

Effective Leadership in Assessment (Pt. 1)

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



IN THE END, YOU WILL...

- ...understand how to **adapt your implementation planning** to suit the most common characteristics within your context.
- ...understand the **natural evolution of new ideas** and how leaders can address the issues at each stage.
- ...be able to identify **3 (of 6) effective leadership strategies** that make the successful implementation of any ideas

WILLING & ABLE?

	Able	Unable
Willing	Move forward with your implementation effort.	Provide more opportunities for individuals to increase their knowledge & practice with strategies.
Unwilling	Initially tailor your implementation efforts toward the low effort/high yield practices OR where there is minimal resistance.	Build a modified plan that does not require individual participation, then find out why they are resistant.

The Evolution of New Ideas

Leadership Mindsets & Actions

Complacency & Marginalization	
Ridicule	
Criticism	
Acceptance	

Adapted from [Shared Leadership](#) by Richard Kegan

(1) Lead FOR Confidence

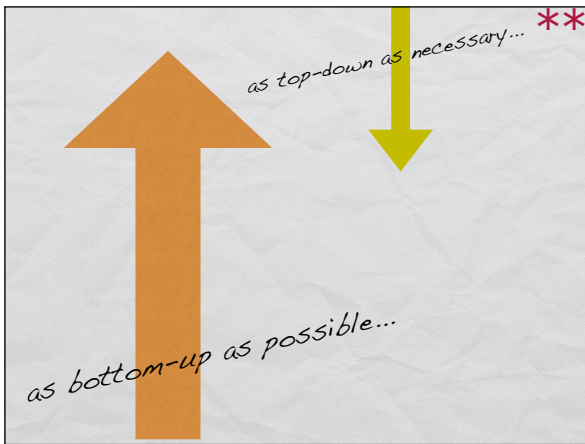
"Leadership is not about the leader, it is about how he or she builds the confidence of everyone else. Leaders are responsible for both the **big structures** that serve as the cornerstones of confidence, and for the **human touches** that shape a positive emotional climate to inspire and motivate people."

-Rosabeth Moss Kanter (*Confidence*)

THE BIGGEST IDEA

Effective **practices** are only as good as the **systems**, **structures**, and **routines** designed to support the teachers who use those practices.

(2) Balanced Leadership



(3) Focus on the Fundamentals

FUNDAMENTAL CONFUSION

- "I'm not sure how to convert my formative assessments to grades."
- "We should never use multiple choice questions when assessing."
- "My feedback is continuous because I attach a grade to everything."
- "You can only rewrite a test or assignment if you scored below 70%."
- "I use zero because an assignment is worth nothing if it isn't handed-in."

Questions/Connections...



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